

MARY H WRIGHT ELEMENTARY

457 South Church Street
Spartanburg, South Carolina 29306

GRADES PK-6 Elementary School

ENROLLMENT 307 Students

PRINCIPAL Barbara T. Whitney 864-594-4477

SUPERINTENDENT Dr. J. Lynn Batten 864-594-4400

BOARD CHAIR David W. Cecil, II 864-594-4400

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	23	34	3

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

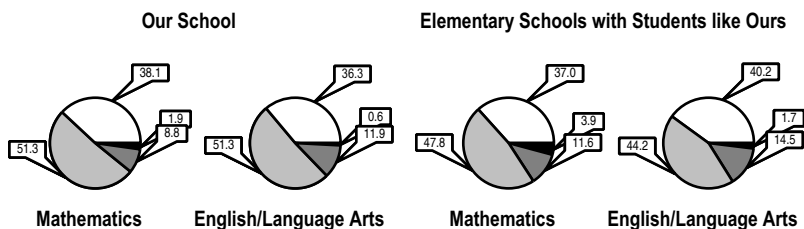
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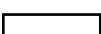
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Average	N/A
2003	Average	Excellent	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	33	0	0
Percent satisfied with learning environment	87.5%	N/R	N/R
Percent satisfied with social and physical environment	93.9%	N/R	N/R
Percent satisfied with home-school relations	31.3%	N/R	N/R

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	179	100.0	36.3	51.3	11.9	0.6	12.5	17.6
Gender								
Male	84	100.0	54.1	39.2	5.4	1.4	6.8	17.6
Female	95	100.0	20.9	61.6	17.4	N/A	17.4	17.6
Racial/Ethnic Group								
White	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	169	100.0	36.0	52.7	10.7	0.7	11.3	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	133	100.0	31.2	54.4	13.6	0.8	14.4	17.6
Disabled	46	100.0	54.3	40.0	5.7	N/A	5.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	179	100.0	36.3	51.3	11.9	0.6	12.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	179	100.0	36.3	51.3	11.9	0.6	12.5	17.6
Socio-Economic Status								
Subsidized meals	178	100.0	36.5	50.9	11.9	0.6	12.6	17.6
Full-pay meals	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	179	100.0	38.1	51.3	8.8	1.9	10.6	15.5
Gender								
Male	84	100.0	45.9	48.6	2.7	2.7	5.4	15.5
Female	95	100.0	31.4	53.5	14.0	1.2	15.1	15.5
Racial/Ethnic Group								
White	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	169	100.0	38.0	53.3	8.0	0.7	8.7	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	133	100.0	29.6	58.4	10.4	1.6	12.0	15.5
Disabled	46	100.0	68.6	25.7	2.9	2.9	5.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	179	100.0	38.1	51.3	8.8	1.9	10.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	179	100.0	38.1	51.3	8.8	1.9	10.6	15.5
Socio-Economic Status								
Subsidized meals	178	100.0	38.4	50.9	8.8	1.9	10.7	15.5
Full-pay meals	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	43	N/A	44.2	48.8	7.0	N/A	7.0
	Grade 4	48	N/A	55.3	34.0	10.6	N/A	10.6
	Grade 5	43	N/A	57.1	35.7	7.1	N/A	7.1
	Grade 6	38	N/A	39.5	42.1	15.8	2.6	18.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	38	100.0	28.6	57.1	14.3	N/A	14.3
	Grade 4	47	100.0	21.4	64.3	11.9	2.4	14.3
	Grade 5	46	100.0	51.3	41.0	7.7	N/A	7.7
	Grade 6	48	100.0	43.2	43.2	13.6	N/A	13.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	43	N/A	72.1	27.9	N/A	N/A	N/A
	Grade 4	48	N/A	53.2	42.6	2.1	2.1	4.3
	Grade 5	43	N/A	76.2	21.4	2.4	N/A	2.4
	Grade 6	38	N/A	42.1	42.1	15.8	N/A	15.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	38	100.0	45.7	45.7	2.9	5.7	8.6
	Grade 4	47	100.0	33.3	57.1	9.5	N/A	9.5
	Grade 5	46	100.0	30.8	59.0	7.7	2.6	10.3
	Grade 6	48	100.0	43.2	43.2	13.6	N/A	13.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 307)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.5%	Down from 3.0%	2.5%	2.4%
Attendance rate	94.6%	Down from 94.9%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	2.7%	Down from 3.5%	4.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.2%	Up from 12.7%	8.2%	8.0%
Older than usual for grade	1.6%	Up from 0.6%	3.2%	1.1%
Suspended or expelled	1.3%	Up from 0.3%	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	63.0%	Down from 70.0%	47.9%	50.0%
Continuing contract teachers	92.6%	Up from 90.0%	77.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.4%	Up from 90.2%	79.6%	86.2%
Teacher attendance rate	95.3%	Up from 94.8%	95.3%	95.3%
Average teacher salary	\$45,274	Up 0.9%	\$37,991	\$39,909
Prof. development days/teacher	15.0 days	Up from 9.7 days	13.0 days	11.4 days

School				
Principal's years at school	7.0	No change	3.5	4.0
Student-teacher ratio	16.3 to 1	Up from 8.6 to 1	16.7 to 1	18.9 to 1
Prime instructional time	88.2%	Down from 88.7%	89.1%	89.7%
Dollars spent per pupil*	\$9,273	Down 1.0%	\$7,019	\$5,892
Percent spent on teacher salaries*	61.5%	Up from 57.8%	63.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	91.1%	Up from 72.1%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mary H. Wright Elementary, an inner-city school, serves approximately 350 students from pre-kindergarten - sixth grade. Ninety-eight percent of our students receive free or reduced meals.

We are the only school in the county that operates on a modified calendar. This model provides our students with continuous learning and opportunities for timely remediation throughout the year.

We believe that education is a partnership that includes students, parents, teachers, and the community - all actively sharing the responsibility. It is also our belief that with the proper guidance and nurturing, in an environment which is safe and physically comfortable, our children will become successful individuals who are educationally, socially, and intellectually prepared to meet the challenges of our complex society.

This school term has provided us with opportunities to participate in focused study groups designed to improve our teaching skills. These study groups were facilitated and supervised by instructional personnel who provided ongoing staff development to improve teaching and learning in all core areas of the curriculum. All faculty and staff participated in ongoing study group sessions that focused on early literacy, family literacy, and best practice strategies. State and local funding, as well as SCRI, SCREADS, and Title 1 supported these opportunities.

Although our test scores indicate that there is much room for improvement, our very capable, dedicated, and loving staff continuously taps the many strengths and talents that our students possess. It is our belief that the hard work exhibited by our staff and students will soon become evident in all that we do. We have experienced an incredible year and are confident that the future holds much promise.

Barbara Whitney, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.